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PROGRESS REPORT ON THE STUDY OF THE CURRICULUM IN SOCIAL WORK EDUCATION

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Curriculum Study

The Council's comprehensive curriculum study, which was launched in November 1955, (see *Social Work Education*, December 1955 and February 1956) is now well under way. It is scheduled for completion by the fall of 1958. This issue of *Social Work Education* has been prepared in response to the expressed interest of the membership in learning more about the plan and progress of the Study and the various projects included within it.

This Study was initiated by the Council on Social Work Education in response to numerous questions and inquiries that began coming to it almost from the day the Council was launched (July 1, 1952). These inquiries related to all aspects of education for social work and came from all four of the constituent elements in the Council's membership, namely, graduate schools and undergraduate departments, the professional membership associations, national social agencies, and the general public. The participation of all these groups in the Study is further evidence of the growing unity and strength within the field as is the development of a single national professional membership organization during this period, the National Association of Social Workers.

Why Is This Study Being Carried On? ^{1/}

Many issues facing social work education were identified in the Hollis-Taylor report of 1951.^{2/} It confirmed that the great preponderance of persons engaged in social work activities were still without professional educational preparation. It raised such questions as: Does social work have a well defined and identified function? Do we possess a systematic body of knowledge, skills and attitudes in the various areas of social work practice? Is the content of social work education sufficiently well developed so that it can be transmitted, and is it of such caliber that it can be properly included as a professional discipline within a university?

Progress toward answering these questions was made by the Curriculum Policy Statement^{3/} adopted by the Council in 1952, but further study and amplification are still indicated. In addition, social work education has also had to face other issues. First, what measures can be taken to meet the greatly increased need for social work personnel? Second, how can social work education best train personnel for a profession that is still in the process of such rapid change and development? Can education be sufficiently broad in scope to enable social workers to function in fields which are just emerging as well as fields already established? Does breadth of education which encompasses all fields of professional practice result in dilution of competence for specific fields of practice? Third, how can social work education inculcate qualities of leadership and statesmanship while, at the same time, training for competence in specific practice? Fourth, if social work education be distributed on a continuum of undergraduate and graduate education, as suggested by the Hollis-Taylor study, should undergraduate education serve primarily as a basis for graduate training, or can it also undertake to prepare personnel for certain social work positions?

To provide materials for answering these and other questions likely to arise, the Study considers it imperative to focus upon fundamental questions in curriculum planning rather than to attempt piecemeal consideration of the specific questions posed. The considerations involved in curriculum planning for social work education are similar to those for other professional fields. They have been presented succinctly by Dr. Ralph W. Tyler in his *Basic Principles of Curriculum and Instruction*.^{4/} As paraphrased for purposes of this Study they are:

^{1/} This is an abridgement of CSWE document #6-70-12 which is a detailed statement of the Study Plan. It will be made available upon request. The price is 50¢.

^{2/} Ernest V. Hollis and Alice L. Taylor, *Social Work Education in the United States*. (New York: Columbia University Press, 1951).

^{3/} Curriculum Policy Statement. (New York: Council on Social Work Education, 1952, mimeographed), 10¢.

^{4/} Ralph W. Tyler, *Basic Principles of Curriculum and Instruction*. (Chicago: The University of Chicago Press, 1950).

1. What are the desirable objectives for professional education?
2. What learning experiences should be selected and devised and what should be their organization to meet these objectives?
3. What are the effective means of evaluating whether or not the educational objectives have been attained?

It is obvious that the most fundamental of these considerations is that of identifying desirable objectives. Without a clear formulation of the objectives of social work education, i.e., a statement of the knowledge, skills and attitudes students are expected to acquire, it becomes impossible to plan the learning experiences needed and to evaluate whether or not they have been successful in helping the students attain the desired objectives. Consequently, the Curriculum Study has singled out as its major task the identification of the desirable goals or objectives of social work education. The second question - What are desirable learning experiences? - will be considered to the extent that staff and time permit, and will focus upon a limited number of curriculum areas to demonstrate the process of selecting, creating and organizing learning experiences to carry out the educational objectives of these areas. The third question, as to means of evaluating educational success, can, of course, be answered only by testing and follow-up of Study recommendations if and when they are incorporated into the curricula of some of our professional schools and departments. The Study will furnish to the schools and departments a set of suggested guidelines for such evaluation.

How Is This Study Being Carried On?

The Study has been divided into three major areas:

1. Specific curriculum areas

The four projects under this heading cover the areas identified in the Curriculum Policy Statement of 1952: Human Growth and Behavior, the Social Services, the Social Work Methods (casework, group work, community organization) and the Social Work Enabling Methods (research, administration). Both class and field instruction will be considered in these projects.

2. Selected fields of social work practice

The two projects under this heading will deal with Social Work in Rehabilitation and Social Work in Selected Governmental Programs. These have been chosen primarily as models to illustrate the kind of study which may be applied to all fields of practice for curriculum purposes. Rehabilitation has been selected as an example of a developing field of social work practice, raising questions about the role of social workers in relation to the other professions involved in rehabilitation practice, and the crucial educational question as to whether and how existing curriculum content needs to be altered to meet the needs of this expanding field of practice. The Public Social Services have been chosen for detailed study since they are staffed by the largest single body of social work personnel and are calling for study of the levels of responsibility, training and skill required for different social work tasks. This analysis should shed considerable light on the question in the Hollis-Taylor study of whether or not full social work training is needed for all types and levels of social work practice.

3. Graduate and undergraduate education for social work

This project will attempt to develop criteria for the distribution of educational objectives between the undergraduate and the graduate levels. It will focus particularly upon the content appropriate for undergraduate education.

In addition to the major areas of the Study, special examination will also be made of other aspects that run through the curriculum such as ethics and values in social work.

Within each of the major areas of the Study an attempt will be made:

1. To identify educational objectives contained in the existing curricula of graduate schools, i.e., the knowledge, skills and attitudes that the student is to acquire, and others suggested by professional literature and other materials.

(Cont'd on page 3)

2. To formulate these into an acceptable series of desirable objectives, desirability being determined by ranking existing objectives by importance, consistency and compatibility in relation to an overall statement of the values, functions and basic assumptions of social work. (Following Tyler, this overall statement is known as a "philosophy screen." 2/)
3. To review these desirable objectives in the light of an educational instrument that classifies them by the amount of time, the order of learning and the types of experience through which they can be achieved. (This instrument, according to Tyler, is called the "learning theory screen.")

The Study is in process of developing these two fundamental screening devices, the "philosophy screen" and the "learning theory screen," the latter being based on psychological theories of learning. Social work educators, practitioners and representatives of related disciplines are being asked to help in the validation of these screening devices.

In addition, for each major area of the Study, the processes of identifying and screening desirable objectives will not be performed by the staff alone but will be participated in by a panel of selected social work practitioners and social work educators. These panels will be asked to examine the preliminary statement of objectives prepared by the staff for each project in order to indicate possible gaps or inconsistencies, to suggest additional sources of data and to rank their pertinence to social work goals and values with the help of the philosophy screen. They will also take part in the evaluation of material produced by experts from disciplines related to social work who will select content from their scientific and professional disciplines judged to be valid and relevant for social work practice.

What Does the Study Hope To Accomplish?

In the view of this Study, responsibility for planning and constructing their own curricula belongs fundamentally with the social work schools and departments. As a group they have gone far, both before and since the Curriculum Policy Statement of 1952, toward definition of common educational goals for the profession and of content that all curricula must have to reach these objectives. As another step along this course, the Study hopes to find guides for resolution of the major issues that have arisen in the schools' consideration of curriculum planning. It also hopes to develop and to illustrate the application of a procedure for use in effective planning of basic curriculum content designed to prepare social workers for current practice and future needs.

The Study does not expect to seek or to find final answers since both educational theory and social work philosophy and practice are developing processes that require constant reorientation of education to practice.

PROGRESS REPORTS ON INDIVIDUAL CURRICULUM STUDY PROJECTS

The individual projects of the Curriculum Study began at different dates and are, therefore, in different stages of progress. Each is reported here briefly in an attempt to convey the particular problems defined and the work completed to date.

No attempt will be made to reproduce here the specific steps of each research plan. All of them will encompass, in their individual ways, the following tasks:

Identification of educational objectives from current course materials, both specifically and classified into groups around the "core ideas" or "themes" characteristic of each subject area.

Accumulation of additional objectives from such sources as social work practice, related disciplines which contribute content significant for social work, and the literature.

Review, through the panel structures and other instruments, of the validity, importance and usefulness of the objectives identified, as well as the level of abstraction and the continuity with which they may be presented in the graduate and undergraduate curricula, for all students and for those majoring in specific fields of practice.

Integration of the results of each project with those of the others.

Priority for staff time has been set for those curriculum areas that have the most extensive content (Human Growth and Behavior, Fields of Practice and the major Social Work Methods) and to two selected fields of practice (the Public Social Services and Social Work in Rehabilitation). The courses in Research and in Values and Ethics are being studied on a part time basis, and the Community Organization and Administration courses will employ special part-time staff for their study, as funds permit.

5/ A partial statement of the philosophy screen, entitled "The Nature and Function of Social Work," will be found in Appendix B of document #6-70-12. (Cont'd on page 4)

Human Growth And Behavior Project - Miss Ruth M. Butler, Associate Director

I. Problem: Since social work activities are founded on an understanding of human beings, the Human Growth and Behavior content of the curriculum has been given thoughtful consideration throughout the years. The necessity to understand the "whole person" makes the selection of appropriate content for the Human Growth and Behavior sequence extremely complex and problematic. The schools of social work have made consistent attempts to answer - "What is the nature of the knowledge of people essential in social work?" The difficulty has increased as new knowledge of human behavior has rapidly become available from a variety of sources. The sense of urgency within social work to identify explicitly its own professional understanding of and approach to people has been increased by the current trend in the allied helping professions to include the social component of behavior.

Accordingly, the Project has selected study questions which give promise of continuing to clarify the social work point of view about the behavior of individuals and groups to guide in the determination of Human Growth and Behavior content for the social work curriculum.

II. Progress: On review of specific materials for this sequence written between 1952 and 1956, as well as inspection of some curriculum materials, certain agreements of opinion can be identified about the sequence, as well as indications about current experience in building this part of the curriculum. A few examples of the general agreements derived from this analysis are:

- A. In achieving the aim of the total curriculum to develop knowledge, skills and attitudes that prepare a student for professional practice, the responsibility of the Human Growth and Behavior sequence is to provide knowledge basic to the further development of skills and attitudes. Examination of the nature of this knowledge led to identification of a number of "core ideas" around which the sequence is presently organized.
- B. Social work activities deal with reactions to social stress, ranging from those within normal limits to those which are marked deviations from the normal. However, content selected for emphasis in the sequence has been drawn predominantly from clinical and research experiences with the emotionally and physically ill.
- C. The sequence characteristically uses representatives of other disciplines, especially medicine and psychiatry, on the teaching staff. An increasing interest is expressed in clarifying the teaching role in the sequence of social work faculty members.
- D. Although in the Curriculum Policy Statement of 1952 the sequence was given the title "Human Growth and Behavior," a number of titles are found - "Growth and Development," "Growth and Change," and variations of these titles - which reflect a variety of approaches to the materials of the sequence.
- E. In the materials reviewed no evidence is found of consensus as to whether the traditional focus of the sequence on the individual and the family should be extended to include group behavior and group interaction.

The results of the preliminary review were considered by the Project's Panel of social work educators and practitioners meeting under the chairmanship of Miss Jeane Murphy. The Panel made the following suggestions:

1. That the social work point of view be more explicitly identified in each of the "core ideas" comprising this sequence.
2. That additional "core ideas" are possible.
3. That all "core ideas" can be arranged in more meaningful order.
4. That continued work on the "core ideas" should precede evaluation of their contribution to a student's development of particular attitudes and abilities for social work practice.
5. That in the educational objectives of the sequence physical, mental, emotional, and social needs should be given equal weight.
6. That the sequence not only should emphasize pathological material but also should cover life situations in which reactions to stress are within normal limits.

(Cont'd on page 5)

III. Next Steps: Further analysis of course materials and the literature will be made to determine the representative nature of the "core ideas" so far identified and to suggest others. Supplemented by questionnaires and field visits, this analysis will be presented for further Panel review.

Fields of Practice Project - Irving Weissman, Associate Director

I. Problem: This Project aims to provide some national guides to a more systematic and compatible development of the Fields of Practice sequence by schools of social work. The Fields of Practice area of the curriculum consists of courses in the Master's program designed to impart knowledge of social welfare programs within the context of their historical and current settings. The term "the social services" describes these courses in the current official Curriculum Policy Statement of 1952. This term was originally used to designate this Project, but because it caused confusion of this Project with the Public Social Services Project, the term "Fields of Practice" has been substituted.

Preliminary examination of course material reveals the need for work to establish explicit objectives, systematize course content, and reduce the variations existing among the schools in the number, nature, structure, and scope of the courses that now make up this area of the curriculum.

II. Progress: As a preliminary review of the subject matter of the sequence, a content analysis of course titles and catalog descriptions was made. The questionnaires returned by schools of social work for the survey conducted by Father Biestek in 1955 were also examined for information about courses given, their sequence and time allotment in the curriculum, and changes being made in planning of this curriculum area.

These source materials revealed great variety and range in their content and in the amount of class time included in this curriculum area in different schools; wide variations in titles of courses and terminology; and content that lends itself to grouping under a number of general content areas which imply underlying "themes" and concepts.

Curriculum changes in this sequence between 1952 and 1955 tended toward integration of courses, but this tendency seemed to be reversed in 1956 as more courses were added with specific reference to such fields as Rehabilitation, Corrections and Child Welfare.

The Advisory Panel to the Project under the chairmanship of Mr. Joseph P. Anderson reviewed the plan of study in the perspective of an understanding of the Curriculum Study as a whole and the interrelation of the various projects.

Panel members, working in subpanel groups, explored several specific problems which emerged from preliminary staff work. One subpanel reviewed a number of contradictory definitions of terms used to designate this curriculum area and developed tentative clarifying definitions. Another subpanel identified additional themes to be used in selecting and organizing curriculum content. A third subpanel developed specification of content areas to be covered by Fields of Practice courses. Still another subpanel tested the possibility of formulating objectives which state both the kinds of behavior to be developed in the student and the related content for this sequence.

III. Next Steps: Staff work will be continued along lines suggested by the Panel and new material developed for review at the next Panel meeting. The main work of the staff during the next three months will be concentrated on the identification of objectives for the Fields of Practice area of the curriculum. This will involve analysis of course outlines and syllabi, review of authoritative and speculative literature from which additional objectives may be obtained, and consultation with schools through questionnaires and visits.

The Social Work Methods

Social Casework Project - Werner W. Boehm, Director and Coordinator
of Curriculum Study
Irving Weisman, Research Associate,
New York School of Social Work

I. Problem: The purpose of the Project on Social Casework is to develop a set of desirable educational objectives which will equip students upon completion of professional training to perform with beginning competence in a variety of settings. In particular, this Project aims at identifying that content in casework courses which is derived specifically from development of the casework method and that content which repeats some material found in the other areas of the curriculum - Human Growth and Behavior, Fields of Practice, Group Work, Community Organization, Research, and Administration. In addition, this Project seeks to clarify the relation of content in the casework sequence with content in the other methods sequences in order to identify their similarities and differences. In the process this Project will have to clarify the terminology of social casework, identify and describe its concepts, define the nature of its major processes, determine the amount and kind of content required in the sequence for all students and for casework majors, and delineate the role, extent and limits of the casework method in achieving the overall goals of social work.

(Cont'd on page 6)

II. Progress: To date some major items of content found in casework courses have been identified, and a preliminary classification of them suggested which tentatively provides anchor categories for further analysis of curriculum materials as well as for analysis of casework literature. Through this process the principal content areas of the casework courses will be revealed. In addition, content in the casework courses found also in other curriculum areas, variations in terminology, differences in array and emphasis of concepts and principles used in casework courses are in process of being identified.

III. Next Steps: At its first meeting in March the Social Casework Panel, with Rev. Swithun Bowers as chairman, will review the study plan, evaluate the categories thus far identified, indicate possible omissions in the courses, and assess the tentative formulation of educational objectives. Field visits will follow to collect additional data from groups of faculty, students and practitioners.

Social Group Work Project - Miss Marjorie Murphy, Assistant Director

Begun on a part-time basis on December 1, 1956, this Project is in process of developing a study plan by preliminary examination of the problems and issues in the field of social group work. Among these are the distinction between group work and group process, the kind and amount of content in group work courses needed by all social work students and by group work majors, similarities and differences between content items in group work and casework courses, and the role, extent and limits of the group work method in achieving the overall goals of social work.

Along with this preliminary study a Panel for this Project is being selected, composed of educators and practitioners who will assist the Project Director in the same way as the panels in the other curriculum areas. Identification of educational objectives from course outlines and other materials will begin this spring as the Project Director becomes available for full-time work on the Study.

The Research Project - Samuel Mencher, Research Associate

The purpose of this Project is to formulate a set of desirable objectives and a body of learning experiences consonant with them for preparation of students for the Master's degree, in which emphasis is on the preparation not of research specialists but of practitioners of the social work methods - group work, casework, and community organization. For such practitioners the skills, knowledge and attitudes of the research method are "enabling" capacities for full professional development.

The plan of the study is to distinguish the variety of roles in which the practitioner is related to the research method and to develop objectives for the social work curriculum which will promote effective activity in these roles. Sources from both social work and related professions will be examined to identify roles and define capacities required in these roles. A Panel representing the fields of research and practice will be employed to evaluate the identified roles and educational objectives for their fulfillment, and to suggest other roles and objectives where indicated. Definition of roles and objectives will be followed by development of a desirable series of learning experiences for meeting these objectives.

Thus far the study has concentrated on delineation of a tentative set of roles in which research has varying degrees of significance for practitioners. Current curriculum objectives of schools of social work are being analyzed, as well as roles and objectives suggested in the reports of professional bodies, the literature of social work, job descriptions, and reports of research studies in which social workers have participated. It is planned to supplement this material by interviews and questionnaires for the purpose of eliciting more detailed information on the role of the social worker in practice settings where research has been undertaken.

Community Organization and Administration

No full time staff will be available to study these two areas of the curriculum. The plan therefore calls for solicitation of several position papers from outstanding persons in the field which, together with papers already available, will be analyzed by a small Panel to extract basic concepts and principles of Community Organization and Administration. These will be evaluated as to their importance in the curriculum by the same small Panel, and will be examined in relation to the educational objectives identified in the other curriculum areas. The results will constitute a first step for the development of educational objectives in Community Organization and Administration which may be undertaken by individual schools or groups of practitioners.

PROJECTS ON SELECTED FIELDS OF PRACTICE

The Public Social Services Project - Irving Weissman, Associate Director Mary R. Baker, Assistant Director

I. Problem: The body of professional knowledge and skill that is to be transmitted through professional education is continuously influenced and modified by the growth and development of professional practice. A study of the total curriculum for social work education therefore must provide for examination of

(Cont'd on page 7)

the current requirements of social work practice. With this consideration in view, the Public Social Services Project has been designed to determine the educational requirements for social work positions in the governmental agencies.

This field of practice was selected as fundamental to all other services, serving the largest number of persons, making the largest public expenditure, and constituting by far the largest single group of social work personnel in the country. It is also the field with the most acute problems of personnel shortage, and the field with the greatest difficulty in determining realistic standards for educational qualifications.

II. Plan of Study: Development of a suitable plan for study of this field of practice was complicated by a number of problems characteristic of the field:

- 1) The Public Social Services vary considerably in the degree to which their services are identified with social work.
- 2) Those having acknowledged social work functions have established varying educational qualifications for their social work positions.
- 3) The shortage of personnel to fill vacancies is being made an argument for lowering educational requirements.
- 4) The field of education for social work has not adopted a clear point of view about its own role in the preparation of personnel for the Public Social Services.
- 5) Earlier study approaches to the problem have all proved inadequate in one way or another to identify objectively the job activities that are crucial to adequate performance and the education that will contribute most directly to ability to perform these activities.

In order to deal with that portion of the field having a primary social work function and an acknowledged goal of professional service by trained social workers, the study will be limited to the Public Assistance and Child Welfare programs. It will examine the positions of caseworker, supervisor, county director, and state field representative, using the Critical Incident Technique as its method of analysis.

Developed in recent years by Dr. John C. Flanagan and his associates at the American Institute for Research and applied in a variety of studies of personnel for purposes of selection, training and evaluation, this technique consists of collecting observations of especially effective and ineffective on-the-job behaviors from those in the best position to observe the performance, *i.e.*, those who have been working with the performer closely and for some length of time. By a process of classification of these data a list of critical abilities will be derived from the critical behaviors which determine the success or failure of the work performed.

It should be noted that this study technique will produce the same type of data about job requirements that is being sought about curriculum objectives by other projects of the Curriculum Study - data in terms of behavior. It should thus be possible to harmonize the results of this project with the curriculum objectives identified as desirable by the other projects.

III. Progress: A written plan for the study has been completed, incorporating the specific steps for analysis of selected positions in the fields of Public Assistance and Child Welfare by use of the Critical Incident Technique and setting up criteria by which a representative sample can be selected.

IV. Next Steps: The plan is now to be discussed in a series of preliminary consultations with experts on the use of this technique and leaders in the fields to be studied, in order to test its validity as a plan of study and to get advice on the most appropriate state and local agencies to be approached for cooperation in the collection of data. Following this step and a field test of the plan, procedure for instituting a wide collection of data will be developed.

Project on Social Work in Rehabilitation - John J. Horwitz, Associate Director

I. Problem: The purpose of this Project is to identify the educational objectives to be sought in preparing social work students to render effective services to handicapped clients in the rehabilitation process, and to propose appropriate learning experiences.

Preliminary examination of the problem revealed that it reflects the variability and uncertainty of the social work component in "rehabilitation." Indeed, there is no single acceptable definition of rehabilitation. It has been conceived of as a concern of social work from the earliest days of the profession. It has been and is one of the functions of social workers in medical settings. To the extent, how-

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ever, that it has developed in agencies and settings differentiated for rehabilitation purposes it has involved the services of personnel from the fields of education and psychology far more than of social work. For instance, 85% of some 1200 counselors in the nation's largest rehabilitation program (providing vocational rehabilitation for the handicapped under governmental auspices) come from the field of education.

Social workers, however, are manifesting increasing interest in rehabilitation work and the current rapid expansion of rehabilitation facilities, in terms both of new services and of extending existing services, raises new questions and ideas of the social worker's place in the process. This expansion results from major advances in medicine, new focus on the needs of particular groups of handicapped persons by especially interested donors, and a maturing public awareness of the implications for society of chronic illness and the costs of medical care.

A necessary preliminary to identification of educational objectives for social work in rehabilitation is the definition of social work functions in rehabilitation and of the range of settings in which these functions are carried out. Only on the basis of this clarification of the practice (present and future) for which education must prepare students can the requisite knowledge, skills and attitudes be inferred.

II. Progress: Following extensive examination of the literature on rehabilitation and on social work in rehabilitation, and using information obtained through orientation visits to a few practice settings and schools of social work, a working definition has been projected to set limits on the scope of this study. Upon review by the Project Panel, under the chairmanship of Mr. Fred Daniels, it has been decided to orient the study to the preparation of social workers to serve handicapped clients in all settings which can contribute to their rehabilitation.

A description of the diverse activities engaged in by social workers in rehabilitation has been prepared in draft form, focusing attention upon the opportunities for service not only in settings traditionally identified with rehabilitation but also in those where handicapped persons may comprise only a small fraction of the total clientele. It also suggests that social work services in rehabilitation utilize all of the basic methods of practice - casework, group work and community organization. The need for clearer understanding of the dynamics of interprofessional teams is pointed up, with particular reference to problems of communication and varying patterns of leadership.

Analysis of data from 29 schools now receiving grants from the Office of Vocational Rehabilitation reveals that for the most part content relating to rehabilitation is being incorporated in the basic courses of the social work curriculum. Extension of opportunities for field instruction, many of them in novel settings, has taken place.

III. Next Steps: In addition to systematic study of course materials, the plan calls for field conferences with selected class and field instructors, and possibly with students. There will also be further examination of materials from rehabilitation practice and visits to practice settings. In these visits particular attention will be paid to ways of serving clients in rural areas and to social work in rehabilitation outside medical settings, especially by social workers employed as "rehabilitation counselors" and in interdisciplinary "psychosocial" or "social adjustment" departments of rehabilitation institutes.

This examination of practice will identify problem areas in which social workers have been notably successful and those in which they seem less adequate. Problems of differentiating case loads and of identifying needs for social work service in the caseloads of other personnel will be explored.

Information secured from these examinations of practice will be used to infer additional educational objectives.

Values and Ethics Project - Mrs. Muriel Pumphrey, Research Associate

I. Problem: Discussions concerning the philosophic component in the curriculum usually refer to a social work value system and commonly shared ethical standards of social work behavior. Presumably a worker with beginning competence should be familiar with such professional norms. Yet they are seldom spelled out except in broad abstractions hardly to be considered unique to social work.

This study hopes to identify values and ethical concepts of such pertinence and importance to social work practice that deliberate provision for their inclusion in professional training must be made. This involves seeing how ethical considerations are manifested when a social worker is confronted with situations demanding choice between possible behaviors. Our ultimate concern is not with the intellectual ability to define ethical principles nor with a student's willingness to affirm them verbally, but with development of a readiness to recognize when the application of a professional value standard is indicated and when standards are in danger of being violated.

Cursory examination indicates that there is no typical method of inclusion of philosophic-ethical material. Some schools give courses dealing with ethics explicitly, but varying in their degree of abstraction and specificity; others treat ethical considerations mainly as they occur in field work; some anticipate crisis situations in methods courses; others attempt to show consequences when values are ignored or ethics violated.

Among the questions to be explored are: (1) In what degree of abstraction should values be presented: as philosophic conceptions, explicit directives, professional cliches, descriptions of purpose of social agencies, or institutional mechanisms? (2) What can be expected of a beginning worker with respect to consistent, appropriate use of professional ethical norms? (3) How does ethical learning take place?

II. Plan: Since very little has been written in the field, this study is to be only a beginning exploration of what alternatives and issues might be considered in planning courses and total curriculum. Eight schools are being used for intensive study, with the faculties alerted to note how problems of values and ethics emerge in course and field content.

An idea of desirable content is being developed by data analysis of social work literature and published codes most often assigned for study; by analysis of expressed expectations as exemplified in evaluations of students; by analysis of student term papers and other student materials. A questionnaire to all schools is being circulated to amplify material from the schools working intensively with this project.

It is hoped that some general objectives in ethical learning can be proposed, and some general types of content suggested with description of demonstrated useful ways of organizing and presenting such content.

III. Progress: Preliminary contacts with six schools have been made, with two more to be added shortly. Eight class sessions have been audited, five deans and eight teachers interviewed, some evaluations and term papers read. These preliminary explorations indicate that the proposed plan of study will uncover a wealth of material for analysis, so that more complete study by individual schools can later be undertaken.

IV. Next Steps: Definitions used in the study are to be examined by a small Panel of philosophers, theologians and sociologists for help in identifying what it is we are attempting to examine.

When sufficient data have been assembled from each school and from professional literature to point up possible content and objectives, a Panel of social work practitioners and educators will examine tentative suggestions and offer their own.

Undergraduate Education in Relation to Social Work Project - Herbert Bisno, Associate Director

This Project will begin March 1, 1957, but the Project Director is giving preliminary service to it on a part-time basis in order to examine some of the major issues in undergraduate education that are significant for the Study. Among these are the purposes of undergraduate education in relation to social work: general education, preprofessional education, professional education, or what combination of the three? What undergraduate preparation must graduate education for social work count upon in its students? To what extent is the content of undergraduate education similar to the content of the several curriculum areas in graduate social work education and to what extent does it differ, both in kind and intensity? What is the continuity of learning from undergraduate to graduate education in social work? A plan for study will be developed on the basis of these preliminary considerations.

At the same time a preliminary review of the organizational patterns and objectives of existing undergraduate sequences in selected institutions is being prepared by Dean Mossman of the Women's College, University of North Carolina.

After completion of the preliminary work and a design for the study, it is anticipated that the Project will have proceeded far enough to submit material to a Panel meeting in the early fall of 1957.

RECENT DEVELOPMENTS

A valuable opportunity to test the thinking to date in each Project and the procedures of the whole study was given at the Council's Annual Program Meeting in Los Angeles.

More recently a two-day conference of the Study staff with Dr. Ralph W. Tyler, Director, Center for Advanced Study in the Behavioral Sciences, and Chief Educational Consultant to the Study, has sharpened procedures for obtaining suggested objectives and clarified the methods, both common and particular, for all projects. Reassurance as to the soundness of the goals and methods of the Study came from this conference. In Dr. Tyler's opinion his basic approach to a study of curriculum has been adapted appropriately and creatively in this Study of the social work curriculum.

(Cont'd on page 10)

CURRICULUM STUDY DOCUMENTS

The following documents developed to date by the Curriculum Study will be supplied at cost to any interested persons.

	Document No.	Price
The Plan for the Social Work Curriculum Study - Werner W. Boehm	#6-70-12	.50
Rehabilitation Project Plan - John J. Horwitz	#6-71-3	.30
Study Plan for the Human Growth and Behavior Project - Ruth M. Butler	#7-72-3	.50
Summary of #7-72-3	#6-72-6	.25
Research Plan for the Fields of Practice Project - Irving Weissman	#6-73-5	.35
Study Plan for the Social Casework Project - Werner W. Boehm	#7-74-2	.35
Research Plan for the Public Social Services Project - Irving Weissman and Mary R. Baker	#7-75-3	.35
Plan for the Study of Values and Ethics in the Social Work Curriculum - Muriel W. Pumphrey	#7-76-1 & 2	.35
Study Plan for the Research Project - Samuel Mencher	#7-77-1	.20

ADDITIONAL INFORMATION ON FELLOWSHIPS AND SCHOLARSHIPS FOR 1957-58

The Council will probably print a supplement to its present edition of Social Work Fellowships and Scholarships in the United States and Canada 1957-58 and 1958-59. Already there is a lengthy list of addenda to the current entries, several of them resulting from substantial funds made available by foundations or family trusts for social work education. All of the following awards are for the year beginning September 1957:

Lavanburg Corner House Fund: 20 scholarships providing full tuition of \$600 to \$1800 for the 2-year period required for a Master's degree in the New York City Schools of Social Work (Columbia, Fordham and New York Universities and Adelphi and Hunter Colleges). Applications are to be filed on or before April 1, 1957 by seniors attending the New York City Colleges (City of New York, Brooklyn, Queens, Hunter and Barnard Colleges and Fordham and New York Universities), through their advisors or directly to the Lavanburg Corner House Scholarship Fund, 630 Park Avenue, New York 21, N. Y.

University of Michigan-Doctoral Program in Social Work and Social Science: Several special fellowships established under a \$250,000 grant to the University by the Russell Sage Foundation to

SOCIAL WORK EDUCATION
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Jane M. Hoey, President
Ernest F. Witte, Executive Director
Janice L. Gorn, Editor

support this program of training and research. The Master's degree will be awarded in social work and the Ph.D. degree in social work and one of the social sciences. Applications for the fall of 1957 must be sent by May 1, 1957 to David G. French, School of Social Work, University of Michigan, Ann Arbor, Michigan

Ruth Taylor Award Fund: A maximum of \$1000 for the year beginning September 1957. To be considered for this award persons must have been residents of Westchester County, N. Y., for at least one year, be fully eligible for admission to graduate study in a school of recognized standing in social welfare or health, and need financial assistance to help cover the expense of such study. Applications must be filed by March 31, 1957 on forms to be obtained by writing to The Ruth Taylor Award Fund, 713 County Office Building, White Plains, N. Y.

Minneapolis Federation for Jewish Service - I. S. Joseph Scholarship Fund: A newly established scholarship program for local Jewish students interested in a career in Jewish communal service. Awards will be for a maximum of \$1500 per academic year for graduate social work study in an accredited school of social work, with a commitment to return to work professionally in Minneapolis or the local area. Applications must be submitted by March 31, 1957 for work in the fall term, forms to be obtained from the Minneapolis Federation for Jewish Service, Suite 718, 512 Nicollet Building, Minneapolis 2, Minnesota.

(Cont'd on page 11)

Prisoners Aid Association of Maryland: Two work-study awards, valued at a proportion of the base salary equivalent to the days actually spent in the agency (base for 1st year students \$3400, for 2nd year \$3700). Apply to: Joe B. Dellinger, Executive Director, The Prisoners Aid Association of Maryland, Old Town Bank Building, Room 109, Baltimore 2, Md.

Elizabeth McCormick Memorial Fund: A limited number of post-doctoral fellowships in the fields of child development and social welfare. Fellowships of \$6000 are offered for a one-year period, subject to renewal for a second year. Applicants must be U. S. citizens who have completed all requirements for the Ph.D. degree, applications to be made before April 1, 1957 to: Donald Brieland, Director, Elizabeth McCormick Memorial Fund, 155 East Ohio Street, Chicago 11, Illinois.

Medical Social Work Fellowships in Public Health: Three public health agencies announce fellowships of \$2500 in collaboration with the U. S. Children's Bureau and the following five Schools of Social Work: Boston College, Boston University, Simmons College, Tulane University, and University of California, Berkeley. Awards to be made to U. S. citizens who have completed a year of graduate work in an accredited school of social work and who are interested in a social work career in a public health or public medical care program. Application must be made to the Deans of the Schools not later than April 15, 1957.

University of California, Berkeley: Offers, in addition to fellowships noted above, \$3600 fellowships for a year of supervised practice in public health following completion of the second graduate year. Application to be made by April 15, 1957, to the School of Social Welfare.

State of New York, Department of Social Welfare: 10 scholarships for graduate study in social work in three fields: Medical Social Work, Public Assistance, and Youth Parole, with appointment to permanent positions after satisfactory completion of study. Tuition will be paid for one year at a graduate school of Social work, with a monthly stipend of \$225 for living expenses. The Civil Service Examination (No. 172) for selection of candidates will be held at frequent intervals until April 13, 1957. Applications will be issued and received until April 1, 1957. For copies of the announcement of these Social Work Scholarships and forms apply to the New York State Department of Civil Service (offices in Albany, New York City, Buffalo).

EMPLOYMENT NEWS

Employment Service at National Conference on Social Welfare. A public employment service, manned by employment specialists, will be a feature of the 1957 National Conference on Social Welfare to be held in Philadelphia May 19-24, 1957. If you are planning to attend the National Conference and wish to use the employment service, this is how to do it:

ADVANCE REGISTRATION: Deadline, April 19, 1957. Your local Employment Service office can supply you with the proper forms. EMPLOYERS: As soon as your vacancy occurs, register it at the nearest local office of the State Employment Service and ask that your order be forwarded to the National Conference on Social Welfare if it has not been filled by April 19. EMPLOYER OR APPLICANT: You must check in at the Employment Service booth immediately upon arrival so that your earlier local registration can be activated. ALL STATE EMPLOYMENT SERVICE LOCAL OFFICES ACCEPT SOCIAL WORK ORDERS AND APPLICATIONS ON A YEAR-ROUND BASIS AS A REGULAR PART OF THEIR SERVICE.

The U. S. Civil Service Commission has announced two examinations for positions in the fields of child welfare, juvenile delinquency, research, and medical social work. The positions are located in the Children's Bureau, the Bureau of Public Assistance, and the Public Health Service in Washington, D. C., and throughout the United States, with salaries of \$6,390 to \$8,990 a year. Copies of the Announcement No. 91 B and Application Form 57 may be obtained from the United States Civil Service Commission, Washington 25, D. C., or its regional offices.

CONFERENCE DATES

Word has been received of a change in date for the Third Pan American Congress of Social Service, originally planned for April 1957. Plans now call for the Congress to be convened in October 1957 in San Juan, Puerto Rico. It is hoped to have maximum participation of the social service institutions in this hemisphere.

The first Lutheran World Conference on Social Responsibility will be held at Wittenberg College, Springfield, Ohio, August 7-10, 1957. The Conference will attempt to outline the responsibility of the Lutheran Church in the area of social welfare.

CORRECTIONS

Two corrections in the Council's Letter From the President, Number 12, December 1956, should be noted:

Page 1, final paragraph: "six weeks' workshop to be held at Rutgers University for institutional personnel" should read: "a one-week Workshop in April, to be sponsored by Rutgers University, the Council, and the Children's Bureau."

Page 2, 1st paragraph, should read: "The Accreditation Commission ... has approved specialized programs in ... psychiatric social work at the University of Missouri and New York University."

TEACHING VACANCIES

A list of teaching vacancies is in preparation and will be mailed toward the end of this month with Letter from the President, Number 13.

NEW COUNCIL PUBLICATIONS

Two Council publications appeared in January: Statistics on Social Work Education and Social Work Fellowships and Scholarships in the United States and Canada 1957-58 and 1958-59.

Statistics on Social Work Education - the fifth yearly issue by the Council of current enrollment statistics for schools in the United States and Canada and of statistical information for the preceding academic year - carries a dateline of November 1, 1956 and Academic Year 1955-1956. Included are 20 Tables and a list of the graduate professional schools accredited by the Council with the degrees granted. Statistics for graduate schools and undergraduate departments are presented. One table provides information on summer session offerings. The price of this bulletin is 50¢.

Social Work Fellowships and Scholarships in the United States and Canada 1957-58 and 1958-59 is a considerably enlarged edition over last year's issue and covers two academic years rather than one. A price increase from 10¢ to 25¢ has been made necessary by increased cost of production.

TEACHING RECORD - Casework - Isaiah Allen. This is the record of a Negro couple living in a large city on the Gulf Coast of the United States who apply for Old Age Assistance when Mr. Allen can no longer work because of arthritis. Major points are the initial study of eligibility and the arrangement for an operation on Mr. Allen for a small non-malignant tumor. The record includes: the vivid picture of Mr. Allen's personal dignity and integrity in the face of trouble; the relationship of Mr. and Mrs. Allen throughout their lives; various aspects of the culture in which they live; and the meaning of old age, cessation of employment, and serious illness as emotional, economic and cultural experiences. An Unrestricted Record for use in first semester casework courses in graduate schools, undergraduate departments, and staff development programs. 60¢

PUBLICATIONS OF GENERAL INTEREST

Social Work Year Book 1957, Russell H. Kurtz, Editor. National Association of Social Workers, One Park Avenue, New York 16, N. Y., 1957, \$7.50. This completely revised edition is the first to be published since 1954. It brings up to date the descriptions of organized activities in social work and related fields which have made the Year Book an indispensable reference work in the social welfare area.

Child Placement through Clinically Oriented Casework by Esther Glickman. Columbia University Press, 1957, \$5.75. In this volume Miss Glickman, now the chief psychiatric social worker at the Child Guidance Clinic of Southeastern Connecticut, develops a "procedure for child placement that is both scientific and sensitive to the needs of all the human beings concerned."

Casework Services for Children - Practices and Principles by Henrietta L. Gordon, Director of Information and Publications, Child Welfare League of America. Houghton Mifflin Co., Boston, 1956, \$5.50. Designed primarily for students of child welfare and for practicing social workers, this book will be of value also to board members and community planning councils interested in social services for children.

The Child Who Is Mentally Retarded. Children's Bureau, U. S. Department of Health, Education, and Welfare, 1957. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. at 10¢ a copy. This pamphlet contains some practical suggestions to parents of children who are mentally retarded such as the value of a thorough diagnostic evaluation of such children, the possibilities of home training, and some of the community agencies and national groups to which parents may turn for help with their individual problems.

The Social Worker in Civil Defense, October 1956. Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at 15¢ a copy. One in a series of technical manuals prepared by the Federal Civil Defense Administration, this publication provides a planning guide for social workers in civil defense. Source material has been supplied by the Subcommittee on Civil Defense of the National Committee on Social Work in Defense Mobilization, working with the welfare and health offices of the Federal Civil Defense Administration. The National Association of School Social Workers also support the project.

My Minds and I by E. V. Crane. The Christopher Publishing House, Boston, 1957, \$4.00. Based on the author's experience with psychosomatic reactions to stress as an engineering executive plus a research background, this study brings together a wealth of medical and mental data on the mental assets at the heart of the human brain. "For the purposes of sound mental maintenance, personnel relationships, balanced perspective and constructive thinking the book makes its bid as the first basic text in the field."

"How Did She Get there?" by Margaret B. Parkinson, Charm, December 1956. The subtitle of this two-page article reads: "JANE M. HOEY, who tempered her sympathy with discipline, is today dean of social workers. This is an account of highlights in the career of the President of the Council on Social Work Education, 'spent in 'looking after the needy' on an organized basis, but she herself has never lost the deep personal concern for humanity that sometimes gets lost when organization sets in."

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